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ABSTRACT

This paper describes the design and function of Louisiana's statewide student-level database, the Student Information System (SIS). In Louisiana the State Board of Elementary and Secondary Education adopted the dropout definition of the National Center for Education Statistics for use by all Louisiana public schools in the 1989-1990 school year. In 1993, the state implemented the SIS, and in 1994-1995 the state began reporting dropout statistics extracted from the SIS, bringing state dropout reporting into compliance with federal dropout definitions. The SIS consists of individualized records on the nearly 800,000 students enrolled in Louisiana public schools statewide. The SIS makes it possible to track all students through identification numbers (usually the Social Security number) and record suspensions and expulsions as well as dropouts. Examination of the past 5 years of dropout statistics indicates a sharp increase in Louisiana's dropout rate between 1994-1995 and 1995-1996. This dramatic increase is due to systemic changes in the procedure used to collect and report data. The SIS now is an effective and sophisticated method for tracking the movement of students through the public education process. An appendix contains definitions for SIS entry and exit codes. (Contains 3 figures and 11 references.) (SLD)

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Collecting and Reporting Dropout Data in Louisiana

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Louisiana Department of Education

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Collecting and Reporting Dropout Data in Louisiana

Introduction

Policy makers and educators alike have expressed concern with completion and dropout rates associated with the education process in America for more than two decades. In the absence of accurate and reliable dropout data, users became resourceful and created their own statistics. The infamous "Wall Chart", for example, reported high school graduation statistics, but users often interpreted the inverse as a national dropout rate. As interest in this indicator grew, the National Center for Education Statistics (NCES) initiated efforts to develop national standards by which to collect and report dropout information. Levine and McLaughlin (1991) stated: "The need for valid dropout statistics is widely accepted. Local and State Agencies are continually asked for information on dropout rates; and they have frequently been embarrassed or harmed by the lack of uniformity of dropout definitions." (p. 8)

Purpose

Effective dropout data collection requires tracking students across time, is heavily dependent on data quality, and requires a record-linkage system capable of matching student level records both cross-sectionally (across schools and districts) and longitudinally (across years). The ability to link or join records of individual student records across different data sets requires the use of some common identifier. This identifier is preferably some alphanumeric value unique to the individual that remains constant across time and purposes. In the United States, the Social Security Number (SSN), for example, has evolved into an identifier that is applicable throughout a person's lifetime and has meaning regardless of location. The lack of a unique, common identifier in some education data systems requires the use of "common data descriptors of some sort (e.g., name, birth date)," (Mandeville, 1990) which is used to link records.

Writing on record linkages in education, Mandeville (1990) makes reference to only a few precedents involving record-linkage procedures in the medical field (See Phillips, Bahn, & Miyasaki, 1962; Cooley & Cox, 1981), agriculture (See Freeman, 1983), and three studies published in American Statistical Association literature (See Crane & Klewenso, 1985; Jaru, 1984; Kelly, 1984.) Outside of Mandeville's work in the late 1980's, little work of this nature has been published in education journals. Interest in this topic has begun to grow as more states develop student-level data systems to measure student outcomes relative to school completion (e.g., dropout and graduation rates) and student achievement (e.g., accountability systems.) The key component in tracking students across various data sets is the availability of accurate demographic data; thus, the key to making accurate tracking systems is the ability to overcome errors in these data.

Outside of Mandeville (1990), articles addressing record-linkage issues in student information systems have been few (Pallas, 1992; Pfeiffer, 1994; FEDA, 1997.) Unlike previous work, the systems these articles describe rely primarily on a unique identifier. The Michigan system (Pallas, 1992) and the Florida system (Pfeiffer, 1994) both indicate reliance on the SSN for their record linking efforts. The Further Education Development Agency (FEDA, 1997) in the United Kingdom also relies on a unique identifier although other information is collected. None of these papers identifies procedures for overriding data errors, which the system described in this paper was designed to do.

The purpose of this paper is to describe the design and function of Louisiana's statewide student-level database (the Student Information System or SIS) in order to (a) further discussions in the field of education data management and reporting, and (b) stimulate dialogue among state data-reporting units.

Background

The collection of dropout data at the national level initially grew from a concern over the lack of comparable data for high school completion, graduation, and dropout rates. In the *Annual Report* produced by the U.S. Department of Education, high school completion rates by state were published each year. The completion rates were calculated from a comparison of the Common Core of Data (CCD) high school graduation counts and the ninth grade enrollment from four years earlier. Numbers were then adjusted based on population shifts and migration counts of the age group, using Census. However, many users assumed that the dropout rate was a reciprocal of the high school completion rate. The misuse and misunderstanding of these statistics spurred educators and policy makers to develop standards and procedures for the collection of dropout and completion rates.

In the late 1980s NCES staff, along with professional associations and state and local agencies, began a series of meetings to establish a common national definition of "dropout". After much deliberation, the following definition was adopted.

A dropout is an individual who:

1) Was enrolled in school at some time during the previous school year;
2) Was not enrolled at the beginning of the current school year;
3) Has not graduated from high school or completed a state- or district-approved educational program; and
4) Does not meet any of the following exclusionary conditions:
   a) Transfer to another public school district, private school, or state- or district-approved education program;
   b) Temporary absence due to suspension or school-approved illness or
   c) Death.

This dropout definition is the basis for the dropout statistic reported through the CCD survey. The dropout statistic is an *event* rate reflecting the number of students who have dropped out during a 365-day period beginning with the first day of school (i.e., October 1) and ending with the day preceding the beginning of the next school year (i.e., September 30.) This indicator is computed on October 1 for students who have dropped out during the previous year. For example, the dropout rate for the 1999-2000 school year would be calculated as of September 30, 2000 and would be based on those students who were enrolled at some point during 1999-2000, were not enrolled as of October 1, 2000, did not complete school within the interim, and did not leave school under one of the exclusionary conditions covered by the dropout definition. Those students who leave school for one of the reasons that constitutes "dropping out" and are not re-enrolled on October 1 are considered dropouts. Students who drop out during the summer and fail to enroll for the next school year are counted as dropouts for the year and grade for which they fail to report.

The dropout count is reported by grade, rather than the student's age. In addition, a dropout is considered as one who leaves school without completing a recognized secondary program.

For this reason, students who leave secondary school for activities such as enlisting in the military or enrolling in an adult education General Equivalency Diploma (GED) program are counted as dropouts. Also, students who leave school after reaching the age beyond which school districts are required to provide services, and who have not completed a recognized program, are considered dropouts. (*Note: Louisiana is planning to eliminate students age 22 and above from the dropout count in compliance with the federal dropout definition.)*

As previously mentioned, comparing the dropout count for a particular school year to the October 1 membership count for the same year was the initial method for generating the dropout statistic. This was modified to add dropout counts not included in the membership count to the denominator.

In conjunction with the National Forum on Educational Statistics, NCES conducted a survey of dropout reporting surveys in 1991-92 in order to capture the dropout definition, collection and reporting practices of each state. A survey of 1991-92 collection practices revealed that various levels of compliance existed because of varying capabilities among states, and different operational policies.

Louisiana's Participation

In Louisiana the State Board of Elementary and Secondary Education (BESE) adopted the NCES dropout definition for use by all Louisiana public schools beginning with the 1989-90 school year. However, implementation of this definition was at the local level and reported to the state as aggregated school-level counts of students by grade, race, and gender. Given that Louisiana has 66 public school districts, there were at least 66 different interpretations of this definition. Additionally, BESE chose not to include adult education (GED) students in the dropout count, resulting in NCES refusing to publish Louisiana dropout statistics. This discrepancy was removed by BESE in 1995-96, when the Board agreed to comply fully with the national definition.

In 1993, the Louisiana Department of Education implemented its Student Information System (SIS), which is a student-level data collection system. In 1994-95, the Department began reporting dropout statistics extracted from SIS rather than depending on the aggregate reports provided by the 66 districts. At this point, Louisiana was in compliance with the federal definition and has since been included in national dropout reports.

Through the SIS, student entry and exit information for an entire school year is collected. There are 20 different exit codes allowed by this system. Using these exit codes enabled the Department to apply the NCES dropout definition uniformly for the first time. Student enrollments can be tracked across time and district boundaries allowing the state to adjust dropout counts and increase accuracy. This tracking system allows LEAs access to a Student Inquiry System, which enables them to find students who relocate within the state.

The Student Information System (SIS)

In **1987**, the Department of Education, used set-aside moneys from a oil and gas settlement to design a computerized student data collection system which could be used to identify students at risk of dropping out of school and to monitor student movement throughout Louisiana. The

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development and subsequent piloting of this project provided the framework for the current Student Information System (SIS).

In the 1992 Legislative Session, three events occurred which generated the need for statewide SIS implementation. These events included the establishment of a new pupil weighted Minimum Foundation Program (MFP) for education, the passage of R.S.17:7(2)(c)(d)and(e), which outlines procedures for fiscal accountability, and the requirement that the Department establish a comprehensive management information system for education. In response to these events, the original design of the SIS was redirected for **1992-1993** to collect only the necessary data required for identification of students for the new MFP.

During **1993-1994**, the SIS continued to collect the basic identification data needed for reporting student membership for the MFP. In addition, data elements were added, which reflect information required in various other reports in an attempt to replace the traditional paper methods of reporting with individual automated data. Because many reports are required for the end of the school year, a second reporting period was added.

During **1994-1995**, the focus was on refining present data collection procedures, which included eliminating redundancies, clarifying certain codes, and collecting enrollment/exit data necessary for replacing relevant sections of the AFSR (Annual Financial and Statistical Report) and the ASR (Annual School Report). In **1995-1996**, the collection and refinement of discipline data reporting predominated, along with continuing efforts to replace the data collection for the AFSR. Data collection in **1996-1997** focused on supplementing and refining current codes and edits. The automated submission of calendar data to compute total instructional time was an added enhancement to the integration of the SIS with the Sponsor Site Database (school site).

For the **1997-1998** school year, an expanded Header Record enabled schools and districts to download reports to increase the efficiency of processing. Other refinements to edits and definitions were made, and integration between the SPC (Calendar) database and the SIS was fully implemented. The **1998-1999** data collection added information on students who are Limited English Proficient (LEP).

Information Overview

The SIS database consists of individualized records on the nearly 800,00 students enrolled in Louisiana public schools statewide. These records contain information about students' demographic characteristics, their enrollment in particular schools, and their disciplinary and attendance history. Students are identified by their State Identification Numbers (primarily Social Security Numbers) and demographic information, which includes the student's name, ethnic group, gender, date of birth, country of birth, and first entry date (into the United States). Enrollment/exit information includes the dates a student was enrolled in a particular school and in what grade, whether the student was receiving a free or reduced price lunch, the number of days the student was absent, and the date the student exited and why. Disciplinary information includes the disciplinary action reason, the type of disciplinary action (i.e., in-school or out-of-school suspension or expulsion), and the dates on which the suspension or expulsion began and ended.

Collection periods

Two data collection periods currently exist in SIS: a beginning-of-year period from September to December and an end-of-year period from February to August. A new database is created each year with the beginning-of-year submissions; this database is updated with the end-of-year submissions to encompass an entire set of enrollments for a school year. The student membership count for use in the Minimum Foundation Program (MFP) allocations is produced from the beginning-of-year submissions. The counts are of those students enrolled (or in "membership") as of October 1 of that school year. The end-of-year updates provide all enrollment/exit data for the entire school year, along with absence counts, suspension and expulsion counts, and preliminary dropout and graduate counts. The end-of-year data provide the basis for final average daily attendance (ADA) and average daily membership (ADM); and in conjunction with the SPC (Calendar) database, the total number of instructional days is calculated.

Reporting requirements

During each reporting period, school districts are required to submit records for all students enrolled in an elementary or secondary setting. During the beginning-of-year reporting period, districts transmit records of enrollments/exits from the beginning of school through October 1 for the end-of-year reporting period, records of enrollments/exits and all disciplinary actions for any student enrolled *at any time during the entire school year* are required. The submission of disciplinary actions and attendance is optional during the beginning-of-year reporting period.

Data about an individual student must always be submitted as a set of records containing a single demographic record and an enrollment record for each time a student enrolls and/or exits from a school. This single demographic record and the accompanying enrollment/exit record(s) detailing a student's enrollment history (and any discipline records) in a district constitute a complete set of records. This complete set of records must be transmitted each time a LEA updates the student's records.

A "header" record is required to precede the entire set of student records submitted by a district. The header record includes fields that identify the school district, the optional reports wanted produced from the submission, and whether the submitted file is a partial or complete update file, or a complete delete/replacement file.

Disciplinary Action Reporting

All suspensions and expulsions of at least one class day in duration must be reported. Expulsions result in a student's removal from the his/her regular school setting, and therefore must be reported with an associated exit from the school where the student was enrolled. Records of exits are required for out-of-school expulsions. In the case of an in-school expulsion where a student is transferred to another school or setting (such as an alternative school), both an enrollment record, and an exit record must be submitted to document the transfer.

Student enrollment and exit reporting rules

For students who have left school *during* the school year, the LEA must submit an enrollment/exit record coded with an exit date and reason showing why the student left

school. For students--other than graduating seniors (12th graders) who have completed a school year and will be promoted or retained in the following school year--an exit record is not expected. These students' records are expected to be "rolled over" to the school where they are anticipated to attend the next year. Such students are considered "original enrollments" for the next school year, and their entry date for the new school year is the first day of class. For students who do not enroll on the first day of class ("No Shows"), the LEAs are required to submit an enrollment/exit record with the exit reason coded to reflect why the student did not show up, as well as an exit date equal to the first day of class. Seniors who graduate (including summer school graduates), those who receive a Special Education Certificate of Achievement, and those who complete all requirements except the GEE, are exited on the last day of class.

Unique student identifiers

Individual students are identified in the database by their state identification number, which is almost always reported as the student's Social Security Number (SSN). While the SSN serves as a good universal identifier, there are problems, nevertheless, with using it as the only means of identifying individual students in SIS. Consequently, SIS also uses the students' name, ethnic group, gender, and date of birth to more closely identify students among different enrollments, school years, and each other. Data reported in these fields are very important because this information must match in different enrollment records across different school years and across different school districts.

Tracking Students

A critical component in the process to generate dropout and completion statistics is the ability to track the progression of students throughout their educational career, even if the student relocates. In a student-level database, those factors used in the identification process become critical pieces of information. The effect of bad data extends beyond school walls and district boundaries. While the use of a system with the ability to track students across districts has benefits, sloppy data collection methods in one school district can negatively impact the statistics of another.

To ensure the SIS data are of the highest quality, the LDE conducts numerous edits and reviews on both the data and the programs that support the database. Tracking students through SIS is accomplished through the creation of a state "generated identification number (GIN)." The GIN was initiated in 1995, two or three years after the initial design of the SIS. The GIN is a sequentially created number based on demographic information from each student record compared to previous years of data. This number is then used in the matching of student records to generate numerous statistics reported by the LDE.

Generated Identification Numbers

A multi-step process is used to assign GINs to student records during the data submission process. (See Figure 1 for an outline of this process.) Each public school district submits student-level data through the SIS in batch. The first and last names of students are converted to all upper case characters before any matching is performed to create consistency within the name fields, after which an eight step process is conducted to assign a GIN to each incoming

record. The GIN table is a listing of all generated identification numbers currently in use and includes both active and inactive students.

Step One involves searching the GIN Exception Table based on the school year, the district code, and the student identification number (usually the social security number). The GIN Exception Table is an override mechanism that serves two purposes: (a) to link records of students that appear to be different but are the same, or (b) to unlink records that appear to be the same but are different. If a match is found, then the GIN from this table is assigned to the student record. If no match is found, the next step is executed.

During Step Two, the SIS is searched across all years based on five variables—the student ID, race, sex, birth date, and phonetic first or last name. If multiple matches are found, then the GIN from the most recently updated data is assigned to the student. If only one match is found, then the GIN from that record is assigned to the student. If no matches are found, the third step is executed.

In Step Three, the GIN table is searched using five variables—last name, first name, race, sex, and birth date. If a match is found, then the GIN from this table is assigned to the student. If no matches are found, Step Four is executed. In the vast majority of cases, (probably 95% or more of all student records processed) a GIN will be assigned by this time.

The SRS table contains audited data and corrections are made to district data when duplicate students are located. District funding is based on this table. The SRS Student table is searched during Step Four using, the following variables: student ID, race, sex, birth date, and phonetic first or last name. If multiple matches are found and the GIN is identical on all records, the GIN is assigned to the student. If multiple matches are found but not all records have the same GIN or no matches are found, the next step is executed. If only one match is found, then the GIN from that record is assigned to the student.

From this point on, the restrictions are reduced to increase the number of matches. During Step Five, the SIS is again searched, based on different criteria: student ID, first name, last name, middle initial (if it exists), and one of the three pairs of variables. The pairs are: (a) race and sex or (b) race and birth date or (c) sex and birth date. If multiple matches are found, then the GIN from the most recently updated data is assigned to the student. If only one match is found, then the GIN from that record is assigned to the student. If no matches are found, the Step Six is executed.

The SIS is searched in Step Six based on student ID, first or last name, middle initial (if it exists), and one of the following: (a) race and sex, (b) race and birth date, or (c) sex and birth date. The student ID is then used to retrieve all corresponding records from the enrollment table. These enrollment records are then sorted based on school year and entry date. If none of the enrollment records overlap (based on entry and exit dates) and the grade progression across years is normal, then the GIN from the most recently updated SIS record is assigned to the student. If no matches are found on either the Student or Enrollment tables, the next step is executed. If matches are found, but enrollments overlap or do not show normal grade progression, the next step is executed.

In Step Seven, the SIS is searched based on student ID, first name, last name, middle initial (if it exists), and one of the following variables: (a) race, (b) sex, or (c) birth date. The Enrollment table is then searched again as in Step Six. If this search does not result in a GIN being assigned to the student, Step Eight is executed.

The execution of Step Eight means that no previous matches occurred and the record in question is assumed to be a new student with no existing GIN. The GIN Table is searched to identify the next available number. That number is retrieved from the GIN Table and assigned to the student. An entry is made on the GIN table based on the student's first name, last name, race, sex, and birth date to indicate which GIN was assigned to this particular student. The first and last names are converted to all upper case characters before the entry is made into this table.

Dropout Identification

Identifying dropouts through the SIS requires the use of three school years of data: the previous, current, and following school years. A dropout count for a particular school year therefore is not complete until the end of the fall collection period of the following year. Louisiana's dropout tracking system identifies five types of dropouts. The total dropout count is a sum of these five types: reported summer dropouts, reported current-year dropouts, exit exam failures, non-returning students, and non-reported summer drops. Dropouts are identified through entry and exit dates and their corresponding codes (reasons). The SIS captures student movement through eight entry codes and 20 exit codes which are defined in Appendix 1. As previously state dropout status is determined using three years of data. Table 1 identifies which years are used for each dropout type; even though, the dropout count is for the current year. This process eliminates any duplicate dropout counts. In other words, a student may be counted as a dropout only once in the state in the last school attended. Figure 2 is a schematic depicting the dropout identification process for the school year 1996-97, while Figure 3 describes the time line followed during the process.

Table 1: Year(s) of SIS data used to determine the 5 dropout types.

	DROPOUT TYPE				
YEAR	1	2	3	4	5
PRIOR					YES
CURRENT (Reported)	YES	YES	YES	YES	YES
FOLLOWING		YES	YES	YES	

Calculating the Dropout Indicator

Once the enrollment data are edited, cleaned, and verified, the process of calculating final dropout statistics occurs. This involves summing the number of dropouts for grades 7-12 and

dividing that sum by the overall enrollment count. As previously described, the NCES definition uses the October 1 membership count as the denominator. Initially Louisiana used the October 1 membership count for state-level statistics, but used a cumulative enrollment count for district and school calculations. When it became apparent that summer dropouts should be included in the denominator, Louisiana added the non-reported summer drops (Type 5) to the October 1 membership count for state-level calculations and to the cumulative enrollment count for district and state statistics. Further scrutiny of this indicator has revealed some additional deviations from the federal definition; and changes are being implemented to take effect for the 1998-99 dropout reporting cycle, which ends October 1, 2000. Beginning with the 1998-99 dropout statistics, all dropout calculations (state, district, and school) will have as the denominator the cumulative enrollment plus any dropouts not included in the enrollment count.

Effect On Statistics

Examination of the past five years of dropout statistics indicates a sharp increase in Louisiana's dropout rate between 1994-95 and 1995-96. This dramatic increase is due to systemic changes in the procedure used to collect and report these data. As stated earlier, the 1995-96 school

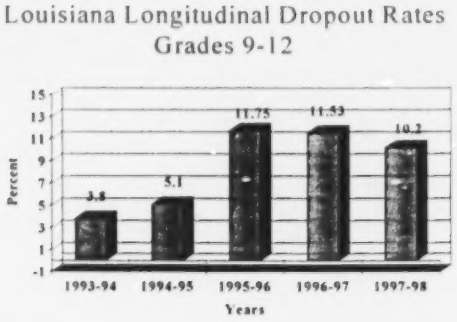

Figure 4: A bar graph showing the effect of a uniform student tracking system on state-level dropout rates from 1993-1997.

year marked the first time the NCES definition was applied uniformly across the state. Prior to 1995-96 the application of a standard definition was left to local discretion. With the implementation of the student tracking system, the identification of student dropouts became standardized operationally.

Figure 4 also appears to indicate the beginnings of a decline in the state's dropout rate. This too may be misleading. As data quality improves, so does the ability to match students across the state, thus decreasing the chances of incorrectly identifying students as dropouts. The increased visibility and usage of these data has also attributed to improved data quality. ***Effective with the 1998-99 school year, Louisiana began incorporating the dropout statistic into a School Performance Score that is used in a statewide accountability program, placing additional value to this indicator.***

Conclusion

Any state that attempts to collect dropout data knows that numerous loopholes and limitations in reporting exist. Separating dropouts from other types of school leavers is difficult at best, especially if there are no well, defined boundaries. Using a student-level database not only provides specific boundaries, but helps identify system strengths and weaknesses. For example, students who move out of state or into nonpublic/private schools are lost to the system even if they are still attending school. Dropouts beyond this point cannot be detected. Likewise, public school dropouts who later enroll in a nonpublic or out-of-state school cannot be identified.

Aggregate data collections systems have these and other limitations as well, though the limitations are not as obvious as they are in a student-level system. Louisiana's Student Information System is a very sophisticated and effective method for tracking the movement of students through the public education process. The SIS is ever evolving and expanding to capture those students who exist on the periphery such as special and private schools. As we continue to expand, the challenge will be to educate policy makers to the fact that such expansions will require additional resources at both local and state levels. We must also focus on improving accessibility and availability of the information if we are to increase its value.

(1) Type 1 dropouts are reported summer dropouts or no-shows. This count includes those students with current year enrollment data that meet the following criteria :
   (a) An Exit Code of 02, 11, 13, 18, or 97,
   (b) An Entry Code of E1,
   (c) An Entry Date that equals the first day of school,
   (d) An Exit Date that equals the Entry Date, and
   (e) No subsequent enrollments in any school for current year with:
      (i) An Entry Date on or before October 1 and
      (ii) An Exit Date greater than the Entry Date or
      (iii) An Exit Date that is blank or
      (iv) An Exit Reason of 04 or 05.

(2) Type 2 dropouts are those students reported as drops during the school year (not including summer drops). This count includes those students with current year enrollment data that meet the following criteria:
   (a) An Exit Reason Code that equals 02, 11, 13, 18, or 97,
   (b) An Exit Date greater than the Entry Date, and
   (c) No subsequent enrollments in any school for current year with:
      (i) An Exit Date greater than the Entry Date or
      (ii) An Exit Date that equals spaces and
      (iii) An Exit Reason of 04 or 05.
   (d) No enrollment data for following school year in any school with:
      (i) An Entry Date on or before October 1 and
      (ii) An Exit Date greater than the Entry Date or
      (iii) An Exit Date that is blank or
      (iv) An Exit Reason of 04 or 05.

(3) Type 3 dropouts are the students not passing the Graduation Exit Exam and failing to return to school. These dropouts include those students with current year enrollment data that meet the following criteria:
   (a) an Exit Reason Code of 17 on their most recent enrollment and
   (b) no enrollment for the following school year in any school with an:
      (i) Entry Date on or before October 1 and
      (ii) Exit Date that is greater than the Entry Date or
      (iii) Exit Date that is blank or
      (iv) Exit Reason of 04 or 05.

(4) Type 4 dropouts are the other exited students who don't return to school the following year. These dropouts include those students with current year enrollment data that meet the following criteria:
   (a) An Exit reason Code of 01, 03, 08, 09, or 15 and
   (b) An Exit Date that is greater than the Entry Date on their most recent enrollment and
   (c) No enrollment for the following school year in any school with:
      (i) An Entry Date on or before October 1 and
      (ii) An Exit Date that is greater than the Entry Date or
      (iii) An Exit Date that is blank or
      (iv) An Exit Reason of 04 or 05.

(5) Type 5 dropouts are the non-reported summer drops. This count includes those students with prior year enrollment data that meet the following criteria :
   (a) No Exit Date and
   (b) No enrollment for the current year in any school having an Entry Date on or before October 1 and either:
      (i) An Exit Date greater than the Entry Date or an Exit Date that is blank or
      (ii) An Exit Date that equals the Entry Date and an Exit Reason Code of 02, 04, 05, 06, 07, 10, 11, 12, 13, 14, 16, 17, 18, 19, or 97.

Figure 1: This outline depicts the process followed in assigning a generated ID to an incoming student record.

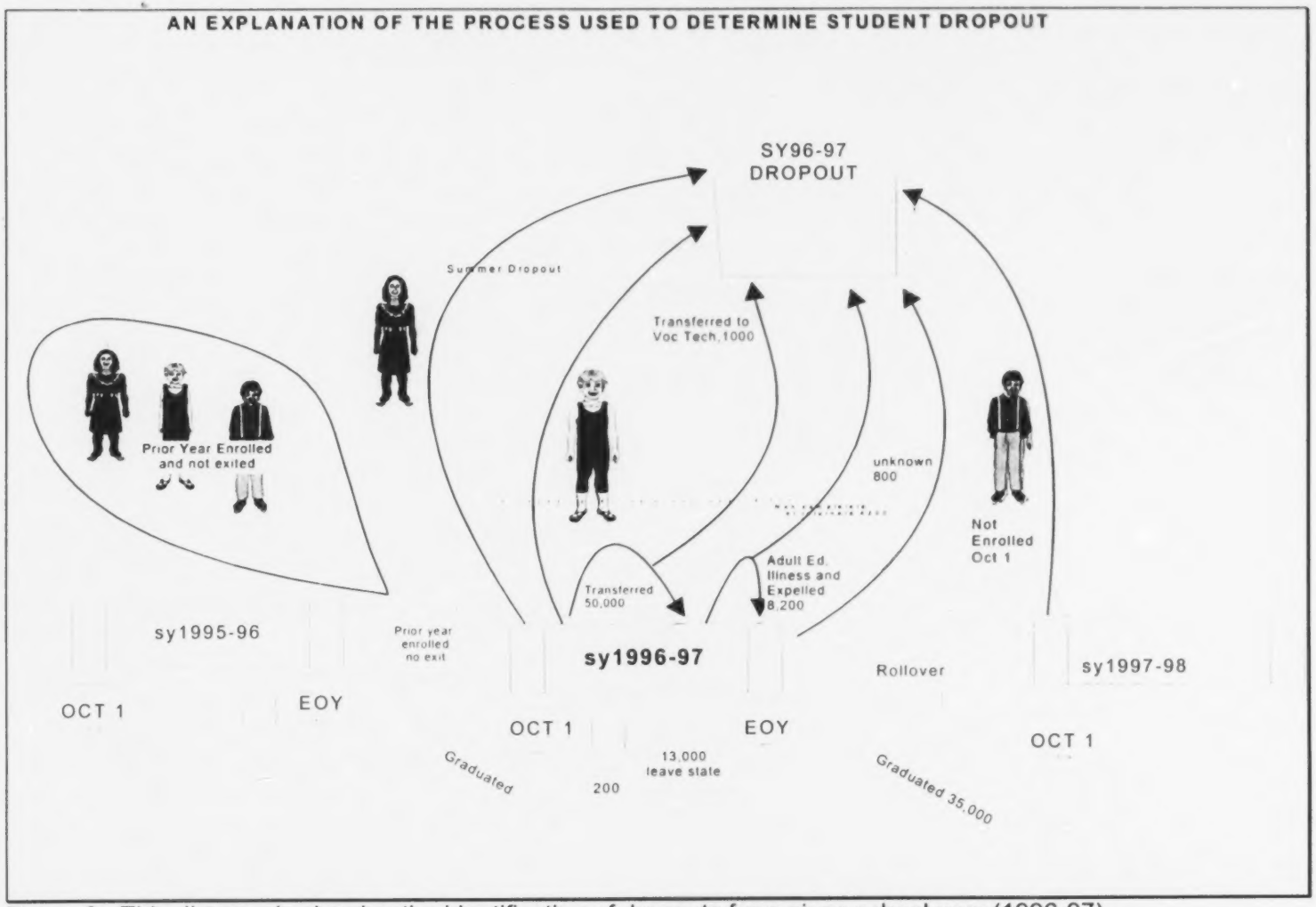

Figure 2. This diagram is showing the identification of dropouts for a given school year (1996-97).

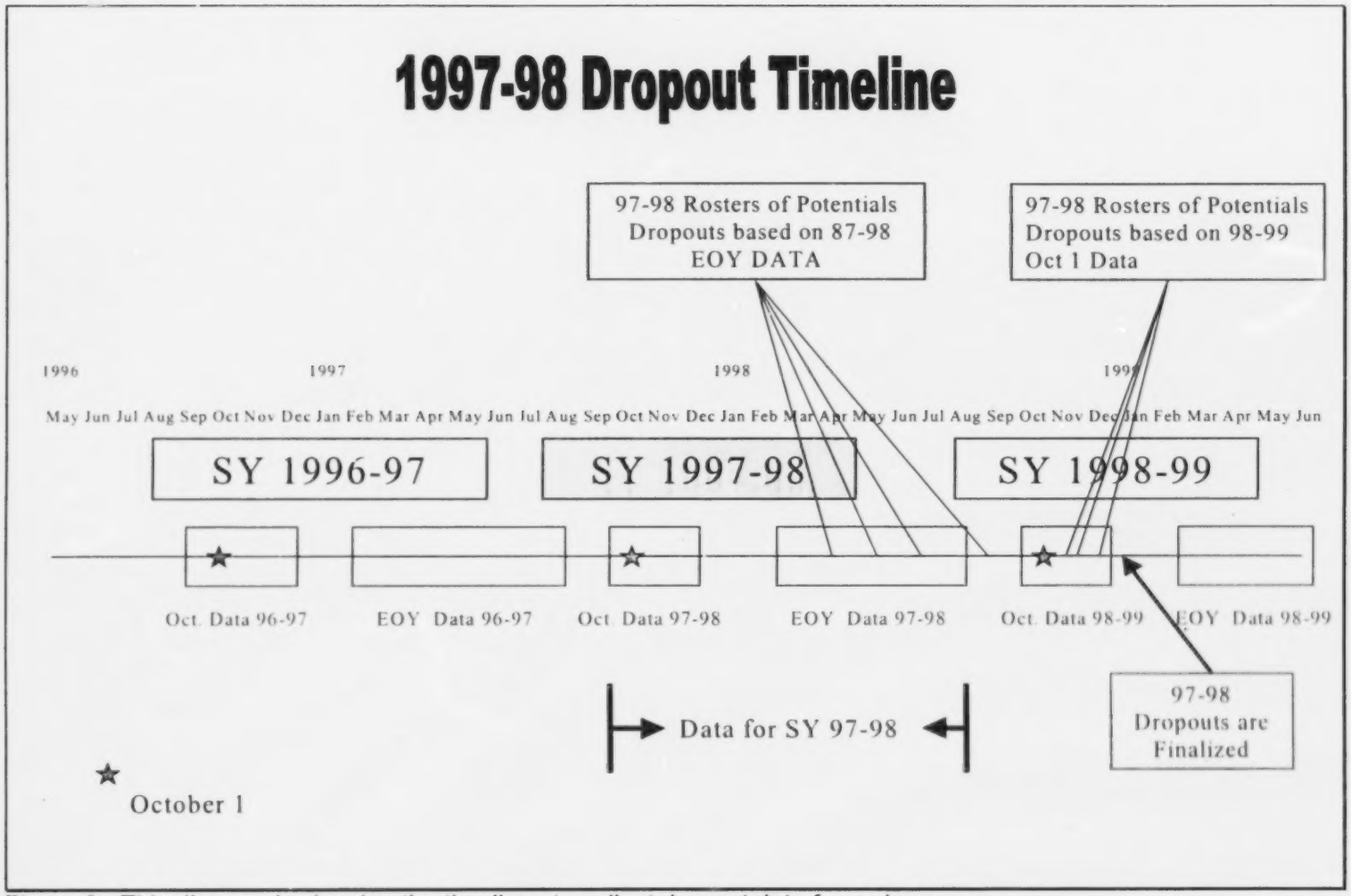

Figure 3. This diagram is showing the timelines to collect dropout data for a given year.

Appendix 1
Definitions for SIS Entry and Exit Codes[1]

The following entry codes are used to describe students' entry status when initially enrolled in school.

E1 - Original enrollment within same district: Registered during last school year *and* includes Preschool, Pre-Kindergarten, and Kindergarten registrants. (NOTE: Includes "rollover" enrollment and those students who move to another school within the same district due to normal promotional procedures. Students who do **not** return must be exited on or before October 1.)
E2 - Entry (gain) from outside Louisiana: Registered **after** the last day of the previous school year
C2 - Entry (gain) from another school within the district: Registered **after** the last day of the previous school year
C3 - Entry (gain) from another district within Louisiana: Registered **after** the last day of the previous school year
C4 - Re-entry into school: Student has not registered at any other public or private school since having exited
C5 - Entry (gain) from a non-public school within Louisiana
C6 - Entry (gain) from home schooling within Louisiana
C7 - Entry (gain) / Other: To be reserved for students not meeting criteria for other entry codes
C8 - Entry *only* to take GEE (Graduate Exit Exam)

The following exit codes are used to describe why students no longer attend a specific school / grade.

01 - Expelled** (Requires submission of Discipline Batch Record)
02 - Dropped Out*
03 - Illness: Student *intends* to return to school**
04 - Graduated: High School only (DOE has received certificate of high school credits.)
05 - Alternative School/Program completers (includes GED completers)
06 - Certificate of Achievement (Special Education)
07 - Death
08 - Transferred to another public school *within* the district
09 - Transferred to another public school *within* Louisiana
10 - Transferred out of state or country

11 - Transferred to Adult Education**
12 - Transferred to correctional institution
13 - Transferred to Vocational Technical school*
14 - Transferred to non-public school
15 - Exit from grade for reassignment to another grade
16 - Transferred to home schooling
17 - Completed all Carnegie Unit requirements but not the GEE**
18 - No show (Original enrollment, expected to return to school but did not. Temporary use only.)*
19 - Exit from any non-mandatory attendance program (e.g. Pre-kindergarten program)
97 - Unknown*

NOTE: Asterisks beside codes indicate the following: * = *Dropout*
** = *Potential dropout*

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